



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2716 N Dobson Rd, Chandler, AZ 85224

Advanced Education Services, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Kevin P. Sieling  
Schedule : 07:00 AM to 04:00 PM  
Grades : Pre-K-5  
Web Address : [www.solonschoolsgroup.com/](http://www.solonschoolsgroup.com/)  
Phone Number : (480) 782-1082  
Fax Number : (480) 782-1089  
E-mail : [solonschools40a@aol.com](mailto:solonschools40a@aol.com)

### Mission

To provide each child and family with quality educational programs and services while fostering a sense of self-worth & traditional values so all students may have an opportunity to reach their full potential & be empowered to lead productive lives.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü We are committed to providing every child an opportunity to learn in a structured caring and a supportive environment. We are committed to encouraging all children to put forth their best effort by taking full advantage of their opportunities.
- ü We are committed to developing mutual respect and a partnership among students, parents, and the school. We are committed to recognizing every child as a unique individual with inherent talents, while encouraging their development.
- ü At SJACS, we maintain a balance between behavior and academics. One is not more important than the other, even though we acknowledge that appropriate behavior is essential to learning.
- ü SJACS prepares students to be successful during their school years by emphasizing basic skills necessary to academic and social interaction.

### Enrollment

October 1, 2005 School Year Student Enrollment : 208  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 180

## Instructional Programs

- ü Research-Based Direct Instruction
- ü Full-Day Kindergarten
- ü On-site Special Education
- ü Character Education
- ü Ability Grouping (Reading/Math)
- ü Full-Day Pre-Kindergarten
- ü Foreign Language
- ü Art & Music

## Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/2/2006

## Shared Responsibilities

### School

Solon looks for opportunities to inspire, guide, and direct children and provide role model leadership and vision as they mature mentally and physically in an environment that emphasizes core values, self-accountability, and shared discipline. The school sites use Direct Instruction as a basic tool to deliver the curriculum. Direct instruction (DI) refers to high levels of student engagement with academically focused, teacher directed classrooms using sequenced, structured materials.

### Parents

Parents are responsible for ensuring student attendance, providing proper clothing, supporting school goals, expectations and policies including dress codes, behavior codes, homework assistance, and communicating regularly with school and child.

## Transportation Policy

It is the responsibility of each parent to provide transportation to and from school. Transportation to the other school site can be provided if the student is enrolled in the extended care program.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü NCA Accredited	2005
ü Golden Apple Award Winner	2005
ü Golden Apple Award Winner	2004
ü Parents & Volunteers Log Over 2500 Hours	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	--	80010	100	--	99	455	--	447	10	--	10	15	--	18	51	--	53	24	--	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	--	38935	94	--	99	455	--	447	6	--	9	18	--	19	53	--	55	24	--	17
Male	24	--	40974	100	--	98	456	--	448	13	--	11	13	--	18	50	--	52	25	--	19
African American	NC	--	4201	NC	--	99	NC	--	430	NC	--	17	NC	--	23	NC	--	51	NC	--	9
Hispanic	NC	--	34545	NC	--	99	NC	--	432	NC	--	14	NC	--	24	NC	--	53	NC	--	9
Asian/Pacific Islander	NC	--	2068	NC	--	99	NC	--	474	NC	--	4	NC	--	10	NC	--	50	NC	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	22	--	35142	100	--	99	471	--	465	5	--	5	9	--	11	50	--	56	36	--	28
Students with Disabilities	NC	--	10161	NC	--	93	NC	--	419	NC	--	28	NC	--	28	NC	--	36	NC	--	8
Students without Disabilities	33	--	69849	100	--	100	458	--	451	6	--	7	12	--	17	58	--	56	24	--	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	--	39029	--	--	98	--	--	432	--	--	14	--	--	25	--	--	52	--	--	9
Non-Economically Disadvantaged	41	--	40981	100	--	100	455	--	462	10	--	6	15	--	13	51	--	54	24	--	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	--	79438	95	--	98	468	--	451	5	--	9	18	--	24	64	--	56	13	--	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	--	38775	94	--	99	466	--	457	6	--	7	24	--	22	59	--	58	12	--	13
Male	22	--	40560	96	--	97	470	--	446	5	--	12	14	--	25	68	--	54	14	--	9
African American	NC	--	4178	NC	--	98	NC	--	439	NC	--	13	NC	--	29	NC	--	52	NC	--	6
Hispanic	NC	--	34297	NC	--	98	NC	--	434	NC	--	14	NC	--	31	NC	--	50	NC	--	5
Asian/Pacific Islander	NC	--	2063	NC	--	99	NC	--	475	NC	--	3	NC	--	15	NC	--	63	NC	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	22	--	34887	100	--	98	481	--	471	NA	--	4	18	--	15	64	--	63	18	--	18
Students with Disabilities	NC	--	9588	NC	--	88	NC	--	416	NC	--	30	NC	--	32	NC	--	34	NC	--	5
Students without Disabilities	32	--	69850	97	--	100	467	--	456	3	--	7	16	--	23	72	--	59	9	--	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	--	38685	--	--	97	--	--	435	--	--	14	--	--	32	--	--	50	--	--	5
Non-Economically Disadvantaged	39	--	40753	95	--	99	468	--	467	5	--	5	18	--	16	64	--	62	13	--	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	--	79971	100	--	99	458	--	423	2	--	8	15	--	41	80	--	49	2	--	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	--	38974	94	--	99	463	--	437	NA	--	5	18	--	33	82	--	57	NA	--	4
Male	24	--	40895	100	--	98	454	--	410	4	--	10	13	--	47	79	--	41	4	--	2
African American	NC	--	4203	NC	--	99	NC	--	411	NC	--	11	NC	--	45	NC	--	43	NC	--	2
Hispanic	NC	--	34481	NC	--	99	NC	--	410	NC	--	10	NC	--	46	NC	--	43	NC	--	1
Asian/Pacific Islander	NC	--	2067	NC	--	99	NC	--	449	NC	--	4	NC	--	28	NC	--	60	NC	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	22	--	35150	100	--	99	455	--	437	NA	--	5	14	--	35	86	--	56	NA	--	5
Students with Disabilities	NC	--	10258	NC	--	94	NC	--	377	NC	--	23	NC	--	51	NC	--	25	NC	--	1
Students without Disabilities	33	--	69713	100	--	100	462	--	429	3	--	5	9	--	39	85	--	52	3	--	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	--	38994	--	--	98	--	--	409	--	--	10	--	--	47	--	--	41	--	--	1
Non-Economically Disadvantaged	41	--	40977	100	--	100	458	--	437	2	--	5	15	--	34	80	--	56	2	--	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	--	80147	100	--	99	466	--	482	11	--	11	21	--	17	63	--	49	5	--	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	--	39281	100	--	99	467	--	483	17	--	9	17	--	17	58	--	50	8	--	24
Male	NC	--	40780	NC	--	98	NC	--	482	NC	--	12	NC	--	17	NC	--	48	NC	--	24
African American	NC	--	4249	NC	--	99	NC	--	464	NC	--	17	NC	--	22	NC	--	48	NC	--	13
Hispanic	NC	--	33494	NC	--	99	NC	--	466	NC	--	15	NC	--	23	NC	--	49	NC	--	14
Asian/Pacific Islander	NC	--	2103	NC	--	99	NC	--	515	NC	--	4	NC	--	8	NC	--	44	NC	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	14	--	36122	100	--	99	459	--	501	14	--	5	21	--	10	64	--	50	NA	--	35
Students with Disabilities	NC	--	10295	NC	--	92	NC	--	443	NC	--	33	NC	--	26	NC	--	33	NC	--	8
Students without Disabilities	16	--	69852	100	--	100	473	--	488	6	--	7	19	--	16	69	--	51	6	--	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	19	--	41776	100	--	100	466	--	498	11	--	6	21	--	11	63	--	49	5	--	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	--	79686	100	--	98	480	--	470	NA	--	11	16	--	24	79	--	57	5	--	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	--	39163	100	--	99	496	--	475	NA	--	9	8	--	22	83	--	60	8	--	10
Male	NC	--	40438	NC	--	97	NC	--	465	NC	--	13	NC	--	25	NC	--	54	NC	--	7
African American	NC	--	4228	NC	--	98	NC	--	458	NC	--	15	NC	--	28	NC	--	53	NC	--	4
Hispanic	NC	--	33299	NC	--	98	NC	--	452	NC	--	17	NC	--	32	NC	--	47	NC	--	3
Asian/Pacific Islander	NC	--	2097	NC	--	99	NC	--	490	NC	--	5	NC	--	13	NC	--	68	NC	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	14	--	35914	100	--	98	482	--	489	NA	--	5	14	--	15	79	--	67	7	--	14
Students with Disabilities	NC	--	9808	NC	--	87	NC	--	432	NC	--	35	NC	--	32	NC	--	30	NC	--	3
Students without Disabilities	16	--	69878	100	--	100	484	--	475	NA	--	8	13	--	23	81	--	61	6	--	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	19	--	41591	100	--	99	480	--	486	NA	--	6	16	--	16	79	--	65	5	--	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	--	80372	100	--	99	490	--	475	NA	--	4	21	--	30	79	--	64	NA	--	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	--	39452	100	--	99	505	--	488	NA	--	3	8	--	22	92	--	72	NA	--	3
Male	NC	--	40836	NC	--	98	NC	--	464	NC	--	6	NC	--	37	NC	--	56	NC	--	1
African American	NC	--	4264	NC	--	99	NC	--	465	NC	--	5	NC	--	35	NC	--	59	NC	--	1
Hispanic	NC	--	33608	NC	--	99	NC	--	462	NC	--	6	NC	--	36	NC	--	57	NC	--	1
Asian/Pacific Islander	NC	--	2098	NC	--	99	NC	--	500	NC	--	2	NC	--	16	NC	--	75	NC	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	14	--	36213	100	--	99	493	--	489	NA	--	2	21	--	22	79	--	72	NA	--	3
Students with Disabilities	NC	--	10526	NC	--	94	NC	--	427	NC	--	15	NC	--	53	NC	--	31	NC	--	1
Students without Disabilities	16	--	69846	100	--	100	495	--	482	NA	--	3	19	--	26	81	--	69	NA	--	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	19	--	41851	100	--	100	490	--	489	NA	--	3	21	--	22	79	--	72	NA	--	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	--	79306	100	--	99	472	--	504	19	--	13	38	--	20	44	--	49	NA	--	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	--	38845	NC	--	99	NC	--	505	NC	--	11	NC	--	20	NC	--	50	NC	--	18
Male	NC	--	40383	NC	--	98	NC	--	504	NC	--	14	NC	--	19	NC	--	47	NC	--	19
African American	NC	--	4171	NC	--	98	NC	--	485	NC	--	20	NC	--	26	NC	--	44	NC	--	10
Hispanic	NC	--	32673	NC	--	99	NC	--	487	NC	--	18	NC	--	25	NC	--	46	NC	--	10
Asian/Pacific Islander	NC	--	2147	NC	--	99	NC	--	539	NC	--	5	NC	--	10	NC	--	46	NC	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	NC	--	36234	NC	--	99	NC	--	523	NC	--	6	NC	--	13	NC	--	52	NC	--	28
Students with Disabilities	NC	--	10286	NC	--	91	NC	--	462	NC	--	41	NC	--	27	NC	--	27	NC	--	5
Students without Disabilities	12	--	69020	100	--	100	479	--	510	8	--	9	42	--	18	50	--	52	NA	--	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	16	--	41869	100	--	100	472	--	521	19	--	7	38	--	14	44	--	51	NA	--	27

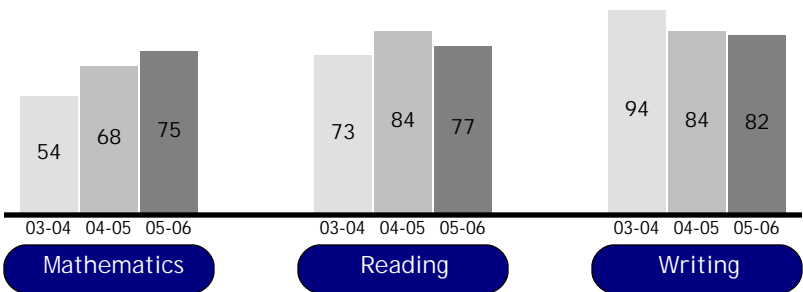
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	--	79000	100	--	98	472	--	489	6	--	10	31	--	24	63	--	58	NA	--	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	--	38774	NC	--	99	NC	--	494	NC	--	7	NC	--	22	NC	--	61	NC	--	10
Male	NC	--	40150	NC	--	98	NC	--	485	NC	--	12	NC	--	25	NC	--	55	NC	--	8
African American	NC	--	4153	NC	--	98	NC	--	476	NC	--	13	NC	--	30	NC	--	53	NC	--	4
Hispanic	NC	--	32508	NC	--	98	NC	--	472	NC	--	15	NC	--	33	NC	--	49	NC	--	3
Asian/Pacific Islander	NC	--	2142	NC	--	99	NC	--	510	NC	--	4	NC	--	14	NC	--	67	NC	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	NC	--	36135	NC	--	98	NC	--	508	NC	--	4	NC	--	14	NC	--	67	NC	--	15
Students with Disabilities	NC	--	9991	NC	--	88	NC	--	449	NC	--	33	NC	--	36	NC	--	29	NC	--	2
Students without Disabilities	12	--	69009	100	--	100	474	--	495	8	--	6	25	--	22	67	--	62	NA	--	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	16	--	41766	100	--	99	472	--	505	6	--	5	31	--	16	63	--	65	NA	--	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	--	79611	100	--	99	461	--	496	13	--	7	63	--	37	25	--	56	NA	--	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	--	39016	NC	--	99	NC	--	511	NC	--	4	NC	--	29	NC	--	66	NC	--	1
Male	NC	--	40519	NC	--	98	NC	--	482	NC	--	10	NC	--	44	NC	--	46	NC	--	0
African American	NC	--	4188	NC	--	98	NC	--	486	NC	--	9	NC	--	40	NC	--	50	NC	--	0
Hispanic	NC	--	32855	NC	--	99	NC	--	481	NC	--	10	NC	--	43	NC	--	47	NC	--	0
Asian/Pacific Islander	NC	--	2149	NC	--	100	NC	--	519	NC	--	4	NC	--	24	NC	--	70	NC	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	NC	--	36380	NC	--	99	NC	--	511	NC	--	4	NC	--	30	NC	--	65	NC	--	1
Students with Disabilities	NC	--	10664	NC	--	94	NC	--	440	NC	--	23	NC	--	54	NC	--	22	NC	--	1
Students without Disabilities	12	--	68947	100	--	100	487	--	504	NA	--	4	67	--	34	33	--	61	NA	--	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	16	--	41985	100	--	100	461	--	511	13	--	4	63	--	30	25	--	65	NA	--	1

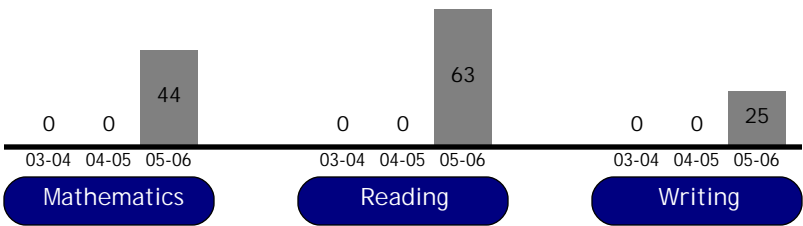
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	68	NA	58	98	49	49	47	100	44	--	46
	Language	100	67	67	50	98	52	52	47	100	39	--	48
	Mathematics	100	74	74	64	98	51	51	50	100	48	--	52
3	Reading	94	56	NA	55	100	49	49	44	--	--	--	46
	Language	94	64	64	61	100	55	55	44	--	--	--	46
	Mathematics	94	54	54	61	100	49	49	51	--	--	--	52
4	Reading	--	--	--	56	NC	NC	NC	48	--	--	--	52
	Language	--	--	--	52	NC	NC	NC	49	--	--	--	52
	Mathematics	--	--	--	61	NC	NC	NC	53	--	--	--	58
5	Reading	--	--	--	55	--	--	--	50	--	--	--	56
	Language	--	--	--	49	--	--	--	50	--	--	--	54
	Mathematics	--	--	--	63	--	--	--	49	--	--	--	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Solon Junior Academy Charter School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Improvement
- Ü School Safety
- Ü Business and Community Involvement
- Ü Curriculum Issues
- Ü Extracurricular Activities
- Ü Parent Volunteer Programs

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	2.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	0	0	0
10 or more years	2	1	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	45%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü 16 Classrooms, 3 Buildings
- Ü Outdoor Fenced in Play Areas
- Ü Community Center, Indoor Gymnasium

### Extracurricular Activities

- Ü Before and After Care, Crafts
- Ü Dance, Pom, & Cheer
- Ü Gymnastics
- Ü Karate
- Ü Math Clubs

### Social Services

- Ü Licensed Day Care
- Ü Special Education Services
- Ü Local Library Partnerships

## Solon Junior Academy Charter School

### Indicators of Success Based on Historical Data from 2005-06

#### School Achievements/Accomplishments 2005-06

- ü Junior Academy Charter School was accredited by the North Central Association Commission on Accreditation and School Improvement in January of 2005. Solon Junior Academy has made AYP for the last 3 years.
- ü SJACS received the Golden Apple Award twice. The award is given to one school that exhibits the best instructional leadership, management practices, and entrepreneurial spirit in AES and best exemplifies the Motto, Leading Education into the Future.
- ü SJACS is chartered by the Arizona State Board for Charter Schools and on March 4th, 2004 successfully completed their Five-Year Review. Since its opening in August 2000, the school has grown at an astonishing rate.
- ü SJACS offers a full day Kindergarten program. SJACS provides a solid foundation in reading, writing and mathematics. Solon Kindergarteners scored at the 86th percentile in reading and the 90th percentile on SAT 9 Achievement tests.

### Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Promotion Rate <sup>5</sup>	0	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

There is a school-wide character education program and a discipline referral system. Students are taught problem-solving methods to find solutions and resolve conflicts with others. The campus is closed and visitors are required to register at the school office upon arrival.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Director	(480) 782-1082
Transportation Policy	Director	(480) 899-7177
Community Resources	School Liaison	(480) 782-1082
School Nutrition Programs	Administrative Assistant	(480) 899-7717
Parent Organization	PTA President	(480) 782-1082
Student Health/Nurse	Secretary/ Receptionist	(480) 782-1082

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.